

# アメリカの学校における英文法の教育

## How English Grammar Is Taught in American Schools

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### I. ま え が き

英語を外国語として教えている筆者は、アメリカの学校教育において英文法がどのように教えられているかを知ることに関心と興味を覚えた。

研究にあたっては、アメリカの学校で使用されている文法・作文に関する数種類の教科書を、小学1年用から高校3年用にわたって調べ、どのような内容がどのような方法で教えられるように計画されているかを理解することに努めた。

研究資料としては、Houghton Mifflin Company 出版の *Language for Meaning* (1st grade ~ 8th grade 用)、Scott, Foresman and Company 出版の *Language: Structure and Usage* (7th grade ~ 12th grade 用)、及び Harcourt Brace Jovanovich 出版の *Warriner's English Grammar and Composition, Franklin Edition* (7th grade ~ 12th grade 用) を用いた。いずれも、最近の copy right 取得の年は1980年前後であり、比較的新しい資料と見なすことができよう。

この研究は、筆者が直接アメリカの学校教育の現場を訪問し観察した結果の報告ではなく、学校で使用されている教科書を通して、英文法教育にたずさわる人達が、児童・生徒にどのような英文法教育を施そうと意図しているかを探ろうとするものである。

### II. 英文法教材の構成

通常日本の学校における英語の文法教材に相当する内容は、アメリカの文法教科書においては、Grammar, Usage, Mechanics の3つに分けられ、およそ次のような内容を取り扱う。

#### 1. Grammar

##### (1) Parts of Speech

Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection

##### (2) The Parts of the Sentence

a. Subject: Simple Subject, Compound Subject; Complete Subject

b. Predicate: Simple Predicate (Verb), Compound Verb; Complete Predicate

c. Complement: Direct Object, Indirect Object, Object (Objective) Complement, Subject Complement

##### (3) The Phrase

Verbal Phrase, Prepositional Phrase (Adjective Phrase, Adverb Phrase), Participial Phrase, Gerund Phrase, Infinitive Phrase, Appositive Phrase

## (4) The Clause

Adverb Clause, Adjective Clause, Noun Clause ; Independent Clause ( Main Clause ), Subordinate Clause

## (5) Kinds of Sentences

## a . Classified by Structure

Simple Sentence, Compound Sentence, Complex Sentence, Compound-Complex Sentence

## b . Classified by Purpose

Declarative Sentence, Imperative Sentence, Interrogative Sentence, Exclamatory Sentence

## c . Classified by Pattern

S—V, S—V—O, S—V—IO—O, S—LV\*—C, S—V—O—OC

\*LV = Linking Verb

## 2 . Usage

## (1) Kinds of Usage

a . Standard English : Formal English and Informal English

b . Nonstandard English

## (2) Agreement

a . Agreement of Subject and Verb

b . Agreement of Pronoun and Antecedent

c . Agreement in Number : Singular and Plural Number

## (3) Verb Usage

a . Principal Parts :

Present, Past, Past Participle; or Infinitive, Present Participle, Past, Past Participle

b . Regular and Irregular Verbs

c . Tense      d . Voice      e . Mood

## (4) Pronoun Usage

Nominative and Objective Case(s)

## (5) Modifier Usage

a . Comparison of Adjectives and Adverbs

b . Placement of Modifiers

c . Double Negatives

## 3 . Mechanics

## (1) Capitalization

## (2) Punctuation

## (3) Plural and Possessive Forms of Nouns

## Ⅲ. 教科書に使用されている文法用語

教科書に用いられている文法用語は、ほとんどすべて伝統的英文法用語として親しまれて来た用語、またはそれを平易な日常的英語で言い換えたものであり、そこには変形文法的用語はもとより、構造言語学的用語さえも見当らない。すなわち、ラテン文法に源を発し、特に19世紀末から1980年代にかけて、H. Sweet, C. T. Onions, E. Kruisinga, O. Jespersen, M. Deutschbein, E. A. Sonnenschein, H. Poutsma, H. E. Palmer, J. C. Nesfield, G. O. Curme, R. W. Zandvoort, A. S. Hornby, R. Quirk et al.

をはじめその他の文法学者によって使用されて来た文法用語を教育的見地から取捨選択したものである。それらの用語のうち主要なものは次のとおりである。ただし, Mechanics で扱う Capitalization, Punctuation 等に関する用語は除く。

— A —

absolute phrase	adverbial noun
abstract noun	adverb phrase
action verb	adverb ( prepositional ) phrase
active ( voice )	agreement
adjective	antecedent
adjective clause	appositive
adjective phrase	appositive phrase
adjective ( prepositional ) phrase	article
adverb	auxiliary verb
adverb clause	

— C —

case	compound predicate
clause	compound sentence
collective noun	compound subject
common noun	compound verb
comparative degree	concrete noun ( or word )
comparison	condition
complement	conditional clause
complete predicate	conjunction
complete subject	conjunctive adverb
complex sentence	coordinate conjunction
compound-complex sentence	coordinating conjunction
compound object	correlative conjunction

— D —

dangling modifier	demonstrative pronoun
dative case	dependent clause
declarative sentence	determiner
definite article	direct object
degree	double comparison
demonstrative adjective	double negative

— E —

elliptical clause	exclamatory sentence
essential clause	expletive

— F —

first person	future progressive
future perfect tense	future tense

	— G —
gender	gerund phrase
gerund	
	— H —
helping verb ( or word )	historical present
	— I —
imperative mood	infinitive without 'to'
imperative sentence	infinitive with 'to' omitted
impersonal 'it'	inflection
indefinite antecedent	intensifier
indefinite article	intensive pronoun
indefinite 'it'	interjection
indefinite pronoun	interrogative pronoun
independent clause	interrogative sentence
indicative mood	intransitive verb
indirect object	inverted sentence
infinitive	inverted ( word ) order
infinitive clause	irregular comparison
infinitive phrase	irregular verb
	— L —
limiting adjective	linking verb
	— M —
main clause	modifier
main verb	mood
	— N —
negative	noun clause
nominative case	( noun ) marker
nonrestrictive ( adjective ) clause	noun modifier
nonrestrictive ( relative ) clause	number
noun	
	— O —
object	objective complement
object complement = direct, indirect object	object ( -case ) pronoun
objective case	
	— P —
participial phrase	possessive-case pronoun
participle	possessive noun
part of a sentence	predicate
part of speech	predicate adjective
passive verb	predicate nominative
passive voice	predicate noun
past participle	predicate pronoun

past perfect tense	preposition
past progressive	prepositional phrase
past subjunctive	present infinitive
past tense	present participle
perfect infinitive	present perfect tense
perfect tense	present progressive
person	present subjunctive
personal pronoun	present tense
phrase	progressive
pluperfect = past perfect tense	pronoun
plural	pronominal adjective
positive degree	proper adjective
possessive adjective	proper noun
possessive case	
	— R —
reflexive pronoun	relative clause
regular comparison	relative pronoun
regular verb	restrictive ( adjective ) clause = essential clause
relative adjective	retained object
relative adverb	
	— S —
second person	subject
sentence	subject complement
sentence pattern	subject of infinitive
simple infinitive	subject pronoun
simple predicate	subjunctive mood
simple sentence	subjunctive 'were'
simple subject	subordinate clause
simple tense	subordinate conjunction
singular	subordinating conjunction
singular noun	subordination
split infinitive	superlative degree
	— T —
tense	transitive verb
third person	
	— U —
understood subject	
	— V —
verb	verbal phrase
verb-phrase	voice
verbal	

これらの用語のうち、やや耳慣れない若干の語の意味を用例を用いて次に示す。

absolute phrase=absolute participial construction: *The car washed*, Tom came in for a cold drink.

adverbial noun: We decided to stay *home*.

determiner: a, an, the; this, that, these, those; my, your, his, Phil's; one, three, first, second; every, each, another, either, neither, much, same, no more, enough, any, all, few, several, most, both, many, other

elliptical clause: *Although retired*, my grandparents are quite active.

expletive: *It* was important to keep moving in the storm.

*There* were two candidates.

helping verb = auxiliary verb

indefinite 'it': In this law *it* states that sex discrimination is illegal.

infinitive clause: The police officer asked *them to leave quietly*.

object pronoun: me, us, you, him, her, it, them

possessive noun: The *boy's* car is ready. The *girls'* cars are ready.

predicate nominative=predicate noun: Hassan is a *farmer*.

present infinitive: The children were disappointed because they had hoped *to go* with us.

pronominal adjective: my, your, her, our, their

simple infinitive=infinitive without 'to': I did everything except *stand* on my head.

subject pronoun: *She* drove to the park. The doctor is *she*.

understood subject: ( You ) Please hurry up. ( You ) Don't be late.

#### IV. 教科書に使用されていない文法用語

ギリシャ、ラテン文法に源を発し、現在に到るまでの文法理論の展開の過程において、おびただしい文法用語が創出され、今もなお創出されつつある。しかし、文法教科書の編集にあたっては、文法用語の使用に厳しい制限が加えられる。

以下のリストに示す文法用語は、一般の文法書においては比較的ポピュラーな用語であるが、教科書には用いられていない。( ) 内には、その用語を創出した文法家またはその用語を使用した代表的な文法家を示す。また、意味は同じでも、教科書では別の形で用いられている用語は→印で示す。

##### — A —

accusative → direct object

adjectival ( Trager and Smith )

adjunct ( Onions, Jespersen, etc. )

adnominal ( Poutsma, Zandvoort )

adverbial ( Palmer )

anticipatory 'it' ( Curme, Kruisinga )

aspect ( Deutschbein, Curme )

assertive sentence → declarative sentence

attribute-adjective ( Sweet )

attributive adjective

attributive noun ( Bradley )

##### — B —

bare infinitive → infinitive without 'to'

##### — C —

causative

concord → agreement

copula → linking verb

countable ( Jespersen )

contact clause (Jespersen)	
	— D —
double object (Curme)	
	— E —
expanded tense (Jespersen)	extraposition (Jespersen)
extended sentence (Sweet)	
	— F —
factive verb	first participle (Jespersen) → present participle
finite verb	
	— G —
generic article (Jespersen)	genitive → possessive
generic number (Jespersen)	
	— H —
head-word (Sweet)	
	— I —
interrogative adjective	introductory 'there' (Kruisinga) → expletive 'there'
introductory 'it' → expletive 'it'	
	— M —
mass noun (Curme)	material noun
mass-word (Jespersen)	modal auxiliary (Poutsma, Curme)
	— N —
nexus (Jespersen)	non-finite verb
nominal (Sweet, Poutsma)	
	— O —
operator (Firth, Quirk et al.)	
	— P —
particle (Sweet, Jespersen)	principal clause → main clause
periphrastic 'do'	prop-word (Sweet)
predicative (Jespersen, etc.)	provisional 'it' (Kruisinga) → expletive 'it'
preterit (e)	
	— R —
reciprocal pronoun	
	— S —
second participle (Jespersen) → past participle	substantive (Jespersen) → noun
sense-subject → the subject of an infinitive clause	
	— U —
uncountable (Jespersen)	
	— Z —
zero form	

Jespersen は精力的に新しい文法用語を創出した著名な文法家の一人であるが、彼の考案した次のような文法用語も、前述の文法教科書には採用されていない。

contact-clause, countable, expanded tense, extraposition, first participle, generic article, generic number, mass-word, nexus, second participle, uncountable

## V. 教材の提示方法

教材は学年の進行と共に基礎的なものから高度なものへと徐々に積み上げられていくが、その方法がらせん状 (spiral) である点に大きな特徴がある。例えば、adjective という語は 4th grade ごろから使用が始まるが、その後 5th, 6th, 7th, 8th grade と、毎学年学習の目標として扱われることが繰り返す。説明の言葉は学年とともにむずかしくなり、取り扱われる内容も高度なものとなり、また領域も広がっていくけれども、毎年毎年、まるで新出の学習教材であるかのような取り組みが反復される。以下に adjective の定義または説明の言葉を学年を追って引用する。注：(LM) = Language for Meaning, (SU) = Language : Structure and Use

4th grade: A word that is used to describe something or someone is called an *adjective*. (LM)

Ex. A *young* fox crawled out of its *dark* den.

5th grade: A word is an adjective when it is used to make clearer or modify, the meaning of a noun. (LM) Ex. The *huge*, *gray* animal lumbered through the forest.

6th grade: A word is an *adjective* when it is used to modify a noun or pronoun. An adjective can tell *what kind*, *how many*, or *which one*. It often appears between a determiner and a noun. (LM) Ex. She always had a *cheerful* face.

7th grade: An *adjective* modifies or gives more information about a noun or pronoun. A word is an adjective if it makes sense in the following test sentence. The man seems \_\_\_\_\_. (LM) Ex. Nellie Bly was a *famous* reporter. She was *young* and *talented*.

8th grade: A word is a noun modifier when it is used to make clearer the meaning of a noun. A modifier is an adjective when it describes a person, place, or thing and when it can complete one of these sentences: The person seems \_\_\_\_\_. It is very \_\_\_\_\_. (LM)

9th grade: *Adjectives* give more information about nouns. All adjectives can be grouped into two categories according to the kind of information they give.

Descriptive adjectives: a *shabby* dress, a *red* jacket.

Limiting adjectives: the *only* chair, *little* energy (SU)

11th grade: Adjectives are of two types, descriptive and limiting. *Descriptive adjectives* are modifiers that tell what kind of persons, places, things, or ideas are meant (a *silly* grin, an *angry* young woman, the *brilliant* idea).

A *limiting adjective* is one that answers one of the following questions: which one (*this* horse); whose (*our* cat); how many (*some* envelopes); how much (*no* money). (SU)

注：上記 7th grade と 8th grade に見られる test sentence を用いて品詞を決定する方法は、構造言語学的手法を取り入れたものと見なされよう。

以上、adjective の学習が学年が進むにつれて反復されながら高度化していくさまを、定義文や説明文や例文を引用して示したが、このような学習の進め方は他の文法教材のほとんどの項目に関しても同様である。英語を母国語として日常生活においては何不自由なく使用している native



speakerである児童・生徒に対して、このように徹底した母国語文法の教育がなされていることは注目に値する。子供が家庭や社会の自然な生活環境で習得する英語は、方言やスラングを含むくだけた口語体の言葉であり、使用範囲に限られる。学校における英文法教育は、この自然習得的な英語にみがきをかけ、より広範囲な人々とのコミュニケーションを可能にし、より高度な内容を理解し表現する能力を養うのである。

## VI. 英語のレベル分け

学校で使用される英文法・作文の教科書においては、英語はまず Standard English と Non-standard English に分けられ、Standard English は更に Formal English と Informal English とに分けられる。これは、Kenyon がスピーチ・レベルを社会的レベル (Standard 対 Substandard) と機能的レベル (Formal 対 Informal) に大別した方法と類似している。

Formal Standard English は、educators, business leaders, government officials などによって使用される英語であり、serious essays, formal reports, research papers, literary criticism, reference books, advanced text-books などに使用される英語であると説明されている。

Informal Standard English は、newspapers, magazines, television, radio, books for the general reader などにおいて使用される英語であり、日常生活において一般に用いられている、くだけた、個人的な、回りくどくない会話調の、比較的簡単な構文の英語と説明されている。

Nonstandard English は、正式な言語教育を受けたことのない人びとの英語であり、極めてくだけた書き物や会話以外では使用しない方が賢明であると説明されている。

### (1) Standard 対 Nonstandard

以下、教科書において、どのような用法が standard であり、どのような用法が nonstandard とされているか、具体例を示す。下線の語が standard であり、( ) 内の語が nonstandard である。加えて用例を示す。

any (no) : I didn't have any (no) time to eat lunch.

anyone else (anyone) : He has better marks than anyone else (anyone) in his grade.

did (done) : He did (done) his best to improve his work.

doesn't (don't) : She doesn't (don't) like seafood.

for me (for I) : Dad bought the typewriter for my brother and me (I).

has nothing (hasn't nothing) : She has nothing (hasn't nothing) to do.

Having + past participle (Present participle) : Having been (Being) absent for the midterm exam, I was given a makeup test.

If ... past perfect (would have ...) : If she had run (would have run) just a little faster, she would have won the race.

let (leave) : Let (Leave) me work by myself.

much + comparative (much more + comparative) : This week's program is much funnier (much more funnier) than last week's.

ought not (hadn't ought) : She ought not (hadn't ought) to answer so sharply.

past perfect (past) : Suddenly she remembered that she had promised (promised) to meet her at eight.

present infinitive (perfect infinitive) : He intended to write (to have written) to all of us.

really well ( real good ) : You did really well ( real good ). Congratulations!

She and I ( Her and me ) : She and I ( Her and me ) are good friends.

Since ..., present perfect ( past ) : Since the new trainer took over the stable, our horse has won ( won ) all of its races.

teach ( learn ) : Rosemary taught ( learned ) me how to change a tire.

that ( that there ) : That ( That there ) bucket has a hole in it.

There are ( There's ) : There are ( There's ) three routes you can take.

this ( this here ) : This ( This here ) book is easy to read

those ( them ) : Those ( Them ) cars shouldn't be parked on this street.

Those ( Them ) are the boys she meant.

Are you going to give us one of those ( them ) vocabulary tests tomorrow?

was scarcely ( wasn't scarcely ) : There was scarcely ( wasn't scarcely ) enough food for everyone.

well ( good ) : The team played well ( good ) today.

were ( was ) : You were ( was ) asked to go, weren't ( wasn't ) you?

Where ( Where ... at ) : Where is my geometry book ( at ) ?

Where are ( Where's ) : Where are ( Where's ) your mother and father?

would have ( would of ) : I would have ( would of ) come if you had called.

## (2) Formal 対 Informal

以下のリストにおいては、下線の語が formal, ( ) 内の語が informal な用法であることを示す。

A along with B is ( are ) : My aunt, along with my uncle and three of my cousins, is ( are ) coming to our house this weekend.

a person ( you ) : A person ( You ) never knows ( know ) how much insurance he needs ( you need ) until he has ( you have ) a medical emergency.

as ( like ) : She cooks spaghetti as ( like ) the Italians do.

as if ( like ) : The girls acted as if ( like ) they were tired.

can't help —ing ( but — ) : When the sun is shining, I can't help feeling ( but feel ) very happy.

comparative ( superlative ) : Linda is the friendlier ( friendliest ) of the two.

every one of them → his, him ( their, them ) : Every one of the campers had been advised to put his name ( their names ) on everything belonging to him ( them )

every one of them was ( were ) : Every one of the campers was ( were ) hungry.

have but one ( haven't but one ) : I have but one ( haven't but one ) excuse to offer.

into ( in ) : we threw some pennies into ( in ) the well and made a wish.

my cousin's playing ( my cousin playing ) : They enjoyed my cousin's ( cousin ) playing the banjo.

Neither A nor B has ( have ) : Neither Lucy nor Carol has ( have ) any money left.

Neither → his, him ( their, them ) : Neither of the boys had brought his ( their ) skis with him ( them ).

off ( off of ) : The dog jumped off ( off of ) the couch as soon as it heard its owner coming.

one ( you ) : Daily walking helps one ( you ) relax and feel better.

rather ( kind of ) : I feel rather ( kind of ) tired.

somewhat ( sort of ) : It grew somewhat ( sort of ) chilly.

than she ( her ) : Cathy is taller than she ( her ) .

that (because) : The reason for the eclipse is that (because) the moon has come between the earth and the sun.

way (ways) : San Francisco is a long way (ways) from the Mexican border.

what kind of (what kind of a) : what kind of (What kind of a) teacher is he?

whom (that/no relative) : These are the children for whom I bady-sit (that I bady-sit for/I bady-sit for).

whom (who) : Whom (Who) does the manager want?

なお、用法の相違がレベルの相違に基くものとして扱われる3例の説明文を次に引用する。

WHO — WHOM : In recent years there has been a tendency in informal English to use the nominative form *who* at the beginning of a sentence regardless of whether the pronoun is being used as a subject or an object. (SU — 11th grade)

In spoken English, the use of *whom* is becoming less common. In fact, when you are speaking, you may correctly begin any question with *who* regardless of the grammar of the sentence. In written English, however, you should distinguish between *who* and *whom*. *Who* is used as subject or predicate nominative, and *whom* is used as an object.

(GC — 9th grade) GC = Warriner's English Grammar and Composition

IT'S ME — IT IS I : So many people have used the expression *It's me* (instead of more formal *It is I*) for so long that it has become an acceptable form in standard English. But the forms *It's him*, *It's her*, *It's us*, and *It's them*, though commonly heard in informal conversations, are not yet considered appropriate. (SU — 11th grade)

CAN — MAY : In formal English *can* is used to express ability and *may* to express permission or possibility. In informal English *can* is often used to express both ability and permission. (SU — 10th grade)

英語教育にたずさわる者は、使用する教材がどのレベルに属するものであるかを識別する必要がある。異ったレベルのものを同じレベルの教材のごとく扱うと混乱が生じる。

## Ⅶ. む す び

現在のアメリカの学校で使用されている英文法の教科書には、当然のことながら、昔の学校文法に見られたような、規則性を重視するあまり実際の慣用や語法を無視する強い規範文法的性格は認められない。

しかし、学校における文法教育は、正しい母国語を使用する能力を養う手段であるから、単に言語を科学的な方法を用いてあるがままに記述する、いわゆる純粋な記述文法では目的にかなわない。

この研究で資料として用いた教科書のいずれにおいても、伝統文法の色が極めて濃く、より新しい理論に立つと見なされる structural linguistics や generative grammar などの理論や手法などにはほとんど関心が払われていない。学校において文法教育を行うためには、いわゆる科学的伝統文法と呼ばれて来た種類の文法に改良を加えた程度のものが、必要かつ十分な理論と手段を提供し得

ると見なしているように思われる。

言語学の分野のみでなく、外国語教育の分野においても、generative transformational grammarに強い関心となみなみならぬ期待を寄せる人々の少ないわが国の現状と対比して、アメリカにおける英文法教育のこの姿勢は、すこぶる興味深く暗示に富むものである。

#### 研 究 資 料

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